

REVISED: March 22, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☐ Elementary ☒ Middle ☐ High ☐ K-12

Name of Principal Dr. Kimbroly Pool

Official School Name Highland Park Middle School

School Mailing Address 3555 Granada

Dallas Texas 75205-2285
City State Zip Code+4 (9 digits total)

County Dallas School Code Number 057911-041

Telephone (214) 780-3600 Fax (214) 780-3699

Website/URL http://ms.hpisd.org/home.html E-mail: poolk@hpisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Dr. Cathy Bryce

District Name Highland Park Independent School District Tel. (214) 780-3000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Jeffrey A. Barnes

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT – Highland Park Independent School District

1. Number of schools in the district: 5 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 Other
 7 TOTAL
2. District Per Pupil Expenditure: \$8,641
 Average State Per Pupil Expenditure: \$8,838

SCHOOL – Highland Park Middle School

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
4. 3 Number of years the principal has been in her/his position at this school.
 NA If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	225	219	444
K				8	246	259	505
1				9			
2				10			
3				11			
4				12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							949

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>96 %</u> White |
| <u>0 %</u> Black or African American |
| <u>2 %</u> Hispanic or Latino |
| <u>2 %</u> Asian/Pacific Islander |
| <u>0 %</u> American Indian/Alaskan Native |
| 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 4 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	37
(4)	Total number of students in the school as of October 1	949
(5)	Subtotal in row (3) divided by total in row (4)	.0389
(6)	Amount in row (5) multiplied by 100	3.89

8. Limited English Proficient students in the school: 0 %
4 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Chinese, Korean

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{8\%}{85}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>9</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>25</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>5</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u>17</u> Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>62</u>	<u>2</u>
Special resource teachers/specialists	<u>5</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>19</u>	<u>0</u>
Total number	<u>93</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 15.4:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	91%	93%	95%	95%	94%
Teacher turnover rate	27%	17%	21%	19%	4%
Student dropout rate (middle/high)	0%	0%	0%	0%	.9%
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

The teachers and staff of Highland Park Middle School, in partnership with the students, parents and community, strive to guide seventh- and eighth-grade students down the pathway of learning in a safe environment while maintaining the "unyielding commitment to excellence" set forth by the district's mission statement. During their two years at the middle school, students have opportunities to grow intellectually, ethically, and socially.

In the classroom, teachers challenge students to reach higher levels of thinking across the curriculum. Creativity, curiosity, and critical thinking form the basis for the learning that occurs in the classrooms of Highland Park Middle School. The vertical and horizontal alignment of the curriculum and the time devoted to creating a curriculum that supports higher-level thinking by students and teachers allows depth of exploration for each discipline. Teachers work together to form connections among the various academic subjects, thus creating a sense of depth and continuity. For example, while studying the short story "Flowers for Algernon" by Daniel Keys in English class, they also learn about genetics in science. Classes also form connections between what has been studied in previous years and what is being studied currently. In the math department meetings, for example, the teachers identify which curricular objectives were introduced in seventh grade and how those objectives will be extended through enrichment activities and differentiated instruction in eighth grade. These connections create an environment in which knowledge is valued as part of a larger understanding rather than in isolation.

Highland Park Middle School sets high ethical standards for its students. Teachers and administrators understand that in order to learn, a student needs to feel that he or she is in a safe, non-judgmental environment. Therefore, they work hard to establish a school where citizenship and service are nurtured. Respect for others is expected at all times, and those who exhibit integrity and responsibility become role models for all. Teachers choose 16 students each month as citizens of the month to represent the best in leadership and character.

Caring middle school educators acknowledge the social nature of their students and guide them toward a mastery of the important social skills they will need for future success. To this end, students at Highland Park Middle School are offered a variety of leadership and service opportunities. The student council is clearly focused on service to the school and community through such activities as providing coats and school supplies for students at nearby Ben Milam Elementary. Student diversity is valued, and we respect each student's individuality and encourage leadership. Additionally, students are active in a variety of student-led clubs that range in interest from skateboarding to cooking to creative writing. We view these opportunities as a means of preparing students to become the future global leaders of the diverse world they will face as adults.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV – 1. Assessment Results:

The state's criterion-referenced assessments, the Texas Assessment of Knowledge and Skills (TAKS) are aligned with the state's mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). This means that the objectives and expectations on the annual assessments in reading and math measure the depth and breadth of student achievement according to the state curriculum. This type of assessment holds all stakeholders accountable for student achievement. According to the Texas Education Agency, "TAKS is designed to measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each grade level," and this test "reflects good educational practice to more accurately measure student learning."

Highland Park Middle School students have consistently received some of the state's highest passing rates on the Texas Assessment of Knowledge and Skills (TAKS). Without exception, HPMS students have achieved a campus passing rate of 95% or higher on state standardized tests; therefore, HPISD and HPMS annually set even higher goals. HPISD and HPMS focus our goal-setting efforts on achievement at the commended performance level for every student. For students to achieve commended status on TAKS, they must achieve scores of 90% or higher to demonstrate mastery. HPMS students accomplished dramatic gains in the past two years, as illustrated by the results below:

- In reading, seventh-grade increased the commended performance percentage from 35% in 2003 to 45% in 2004. The state commended performance rate in reading was 13% in 2003 and 19% in 2004.
- In mathematics, seventh-grade increased the commended performance percentage from 33% in 2003 to 35% in 2004. The state commended performance rate in math was 7% in both 2003 and 2004.
- In eighth-grade reading, students that attended seventh-grade at HPMS made a 30% gain in commended scores from 2003 to 2004.
- In eighth-grade mathematics, students that attended seventh-grade at HPMS, made a 27% gain in commended scores from 2003 to 2004.
- Fifty-four percent of our eighth-grade students achieved commended scores for reading in 2003, while in 2004, we increased the commended level to 65%.

For Highland Park Middle School, the purpose of this assessment is to measure student achievement for each individual student and for groups of students in order to better plan for continual improvement. Aggregated data is studied by teachers and staff from many different perspectives. Systemic strengths and weaknesses are discovered, analyzed, and studied. Strengths are shared across the discipline, and teachers go in search of new methodology and strategies to address weaknesses. Disaggregated data in the form of individual student item analysis is studied in order to develop individual student improvement plans. Our goal is to keep standards high and to continue to improve student achievement as we prepare our students for positions of leadership in a global community.

<http://www.tea.state.tx.us/perfreport/aeis/2004/campus.srch.html>

Part IV – 2. Use of Assessment Data:

Teachers and administrators regularly analyze students' Texas Assessment of Knowledge and Skills (TAKS) scores to determine areas of improvement for student achievement and instruction. Our guidance counselors and teachers prepare individual improvement plans for students. By offering weekly TAKS tutorial sessions and Saturday sessions, teachers help ensure student mastery of knowledge and skills. To this end, students in the seventh grade take a district benchmark for writing in November, and both seventh- and eighth-grade students take a district benchmark for mathematics in February. Teachers use these results to focus on and to improve critical thinking and test analysis skills. Our Academic Support Center also offers tutoring to students five days a week.

Teachers learn how to align their teaching strategies with assessment during professional development sessions. Teams of teachers write curriculum based on student assessment, the Texas Essential Knowledge and Skills, and district objectives. Teachers analyze student data, both individually and in conjunction with professional assessment consultants in order to enhance instruction and therefore, student improvement. While meeting as disciplined-based curriculum teams twice per week, teachers identify curriculum that needs to be revised or refined in order to improve student performance and to ensure success.

Part IV – 3. Communicating Assessment Results:

Highland Park Middle School keeps parents, students, and the community apprised about student performance in a variety of ways. In the classrooms, student work is returned in a timely manner to facilitate student improvement. Three-week interim reports are mailed to parents whose children average 75% or below in any class, and students receive report cards at the end of each six-week grading period. Additionally, parents can access the Parent Viewer of the online Pinnacle grade book to monitor their children's progress daily. In June, parents receive their children's individual TAKS scores. Local media reports district-wide percentages for TAKS scores, and our district makes presentations to the community at the monthly Board of Trustee meetings. Furthermore, teachers offer Open Team Meetings to parents four times a year so that parents and teachers can discuss classes, curriculum, and assignments. Open House is held in both the fall and spring semesters to showcase student achievement and strengthen the parent-teacher relationship. Teachers use Schoolnotes.com to inform parents and students about upcoming assignments; this service also enables teachers to receive e-mails from parents and students. Within 24 hours of receiving a parent inquiry, the teacher responds either by telephone, e-mail, or a personal conference. Moreover, almost all of our parents belong to the campus Parent Teacher Association. During PTA meetings, parents are informed about general student performance and issues of concern. Administrators, teachers, parents, and students are elected to serve as members of both our Campus and District Leadership Councils in order to solve issues pertaining to student performance and instructional objectives.

Part IV – 4. Sharing Successes:

Highland Park Middle School shares its successes with other districts through many avenues. As a Texas Mentor School, we provided many learning opportunities to surrounding districts, and we have continued that practice of collegial sharing. Our school's curriculum is posted on the Highland Park Independent School website so that our constituents have access to the district's best practices. Our school enjoys a partnership with Southern Methodist University to have multi-disciplinary assessment learning group discussions throughout the school year. In addition, our school won the prestigious Texas Business Education Coalition and Just for the Kids Honor Roll School Award, enabling us to share our instructional strategies and school structures with selected school districts from across the state of Texas. Principal, Dr. Kimbroly Pool, frequently shares HPMS' best practices with several school districts. Students from area universities select our school to fulfill their classroom observation requirements. A number of student teachers have completed their training under the direction of some of our master teachers. Our school's students and teachers are often recognized in area newspapers for their achievements, and our teachers have presented at local and state conferences such as the ASCD conference in Corpus Christi, Texas, and the Texas Middle School Association Conference and teachers will continue to present at conferences in the future. Furthermore, HPMS teachers serve as trainers for the New Jersey Writing Project in Texas Institute for teachers from HPISD and other districts.

PART V – CURRICULUM AND INSTRUCTION

Part V – 1. Core Curriculum:

Developing and implementing a rigorous and vital curriculum that supports learning at all grades is a consistent goal of the district and the middle school. Master teachers develop the curriculum used in

the classroom. Teachers spend time each summer and throughout the year to create and evaluate the curriculum. The curriculum is treated as a working document, which is revised based on the latest classroom and evaluative data. Each discipline shares a planning period enabling teachers to collaborate and refine curriculum. Through a creative master schedule, teams of teachers also share a planning period, so that inter-disciplinary connections can be formed. These connections and the time allowed for planning allow teachers to create lasting links of meaningful information.

The social studies curriculum is designed to mold citizens who know the history of their country and understand its applicability to their future. The social studies department has aligned its curriculum to the Texas Essential Knowledge and Skills (TEKS) and recently engaged in a rigorous textbook selection process to identify resources that support state guidelines. Supplementary materials such as reproductions of primary documents are used to analyze historical events. Activities encourage students to experience events in history such as the Constitutional Convention and the electoral process. Through Socratic questioning, teachers probe the various sides of historical issues.

The math curriculum offers multiple levels of classes for both seventh and eighth grades, including the opportunity to earn high school credit by successful completion of Algebra I and/or Geometry. Placement in these classes is determined by a student's performance on state and district level assessments. Math classes at all levels use application and word problems to encourage students to discover and apply mathematic concepts and objectives. These objectives are taught with the discovery method by which the teacher demonstrates a concept and allows students to discover the rationale behind the concept, deepening understanding and strengthening mastery.

The English curriculum is aligned with the TEKS and HPISD objectives, and it is developed with an understanding of best practices. The English curriculum serves a broad range of learners by offering a wide range of resources to offer students a sample of the very best writing available. Teachers allow large blocks of time for reading, writing, and discussion, modeling their own thinking and writing techniques for their students. This focus on reading and writing has created an environment where critical thinking and creativity thrive.

Critical thinking continues as science students inductively reach conclusions during discovery and inquiry labs that encourage hands-on application of scientific principles. The value of higher order thinking about the process of an experiment and its conclusion form the basis for teaching and learning. This approach is student-centered through cooperative peer groups rather than by a teacher-centered lecture format.

Students who qualify for the Talented and Gifted (TAG) program at HPMS have the opportunity to take TAG classes in specific core disciplines, including mathematics, English, social studies, and science. The science department, for example, offers Integrated Physics and Chemistry (IPC) for gifted students and includes more hands-on experiments and in-depth exploration. Students who successfully complete this course earn high school credit. TAG math courses include Algebra I and Geometry; students can earn high school credit for these courses as well. TAG English and social studies classes offer students more creative outlets for learning the district's structured curriculum. All teachers who teach TAG students must have a minimum of thirty hours of professional development, but many teachers also take graduate classes in gifted education.

Students can take a two-year sequence of Spanish or French in full-year courses. Since a standard high school level-one curriculum is divided into a two-year study at the middle school, the pace of the class more closely resembles a high school class with a considerable increase in work expected from the student outside of the classroom. Our students understand the importance of learning a foreign language; therefore, 55 percent of students at HPMS are enrolled in a foreign language class.

Art offers students an opportunity to analyze their own thinking and the thinking of others as it appears in artistic form. The curriculum is designed to teach students how to develop an original idea through a variety of media. Teachers present models of art from professional artists past and present as well as student artists to inspire creativity and teach artistic technique.

Part V – 2. English Language Curriculum:

The HPMS English language curriculum is aligned with HPISD objectives and the Texas Essential Knowledge and Skills and Texas Assessment of Knowledge and Skills (TEKS/TAKS). It also reflects the national standards as established by the National Council of Teachers of English. The curriculum introduces a variety of genres available to readers and writers by including classical literature (traditional, contemporary, and multicultural), non-fiction, poetry, drama, diaries, and essays. Our curriculum actively engages students in reading through critical analysis of literature and implementation of New Jersey Writing Project in Texas strategies. The reading-writing connection is further strengthened through such activities as reading logs, journals, and responsive writing. Furthermore, students select independent reading material based on interest and ability. Because students are readers and writers, they are able not only to understand the meaning of the text on a variety of levels, but also they are able to analyze a writer's stylistic techniques and transfer them to their own writing. Through regular vocabulary study, aligned with grades 5-12, students develop a command of language that allows them to communicate articulately.

The needs of struggling readers are met in a variety of ways. In some classes, general educators and special educators teach together to facilitate learning. Likewise, resource classes are available to students who need a more significantly modified program, smaller student-teacher ratio, and greater one-on-one learning assistance. The STARS (Strategies and Techniques for Advanced Reading and Spelling) dyslexia classes support struggling readers and dyslexic students. This small group instruction is based on student needs and is a multi-sensory, systematic, sequential approach to reading, writing, and spelling. In all special needs programs that support reading, study skills are emphasized and curriculum from core classes is woven into instruction in order to help students achieve success. Collaboration between core teachers and the special-service teachers is ongoing and essential to student success.

Part V – 3. Mathematics Curriculum:

The mathematics curriculum at Highland Park Middle School is aligned to the standards established by Texas Essential Knowledge and Skills and Texas Assessment of Knowledge and Skills (TEKS/TAKS), which are reflective of the national standards as set by the National Council of Mathematics Teachers. Moreover, multiple levels of math curriculum have been developed based on student needs as determined by individual student performance on both district and state assessments. Instruction is dynamic and differentiated to engage students in active learning of math concepts. Upper-level questioning and teaching strategies, directly aligned to TEKS/TAKS, are implemented to strengthen problem-solving and application skills. Furthermore, curriculum and instruction assessment and development are ongoing to address developmental and academic needs and to enhance student mastery of mathematic concepts. Evaluative data is continually reviewed, and curriculum is revised not only to raise the level of questioning and to increase the depth and complexity of concepts and objectives, aligning the curriculum to TEKS/TAKS. Resources and materials are assessed or created using student assessment data.

Part V – 4. Improving Student Learning:

Highland Park Middle School teachers employ a variety of instructional methods to improve student learning. Students with special learning needs may receive differentiated instruction during a portion of their school day in classes for dyslexia, talented and gifted, or English language learners. Students identified under Individuals with Disabilities Education Act (IDEA) may receive instruction in life skills, resource, behavior adjustment, or study skills classes. The Academic Support Center (ASC) provides re-teaching or a small group test-taking opportunity for general and special education students

who have reading, processing, attention, or other learning differences.

All teachers strive daily to use high-level questioning strategies and assessments that require critical thinking. Differentiated assignments and assessments are utilized to challenge each student to attain his or her maximum potential. Multi-sensory and hands-on teaching techniques are used throughout the school day. Teachers employ technology as a learning tool across the curriculum. Dyslexia classes integrate vocabulary and core concepts from English, social studies, science, and math.

At HPMS, we believe in making learning fun. All of our students are members of a club, allowing them to develop their own interests, leadership skills, and talents.

Part V – 5. Impact of Professional Development:

Student achievement is significantly impacted by the high quality professional development opportunities in which Highland Park Middle School faculty participates. Teachers engage in approximately 60 hours of professional development each year. HPMS provides an incentive program to encourage teachers to achieve higher levels of skill in technology applications. Modules incorporating 18 proficiency areas of technology provide the structure for earning Level I and Level II certificates. Each year the district offers content-area workshops, such as the New Jersey Writing Project in Texas, and seminars aimed at improving instruction and classroom teaching strategies in the areas of math, science, social studies, fine arts, foreign language and physical education. Teachers also attend assessment-focused training such as Data Driven Decisions and TAKS Tuesdays. Throughout the year teachers collaborate, plan and learn together with ESL, special education, dyslexia, and TAG teachers and leaders so they can better differentiate instruction for students with special needs. Math and science cadres engage in professional development and form learning communities focused on data analysis and curriculum development. Teachers participate in learning groups to explore strategies for differentiation and assessment in the classroom. The District appraisal process (Self-Directed Appraisal System) is based upon focus groups' collegial exploration of pertinent topics in the educational field. The district also partners with Southern Methodist University to offer reasonably priced graduate-level courses for faculty. This helps teachers to obtain the required master's degree within six years. Additionally, teachers self-select areas of growth and seek out learning opportunities offered through the Region X Educational Service Center.

STATE CRITERION-REFERENCED TESTS

Grades: 7 and 8

Test: TAAS (Texas Assessment of Academic Skills), 1999-2002; TAKS (Texas Assessment of Knowledge and Skills), 2003-2004

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education.

What groups were excluded from testing? Why and how were they assessed? Figures in the attached tables reflect participation in either TAAS or TAKS, the state assessments designed for the general population of students. Many special education students took the TAAS and TAKS as the appropriate assessment. However, some special education students who took the State-Developed Alternative Assessment (SDAA) are “excluded” from these numbers, although they were, in fact, part of the state assessment system.

Publisher: Texas Education Agency

Test Standards: Two standards are reported for the state assessments included in the following tables. For TAAS, students could *Meet minimum expectations*. For TAKS, students are reported to have *Met the standard* and, in addition, could achieve *Commended Performance*.

Met the standard/Met minimum expectations – This category represents satisfactory academic achievement. Students in this category performed at a level that was at or above the state passing standard. Students in this category demonstrated a sufficient understanding of the knowledge and skills measured at this grade.

Commended performance – This category represents high academic achievement. Students in this category performed at a level that was considerably above the state passing standard. Further, students in this category demonstrated a thorough understanding of the knowledge and skills measured at this grade.

Texas Seventh-Grade Criterion-Referenced Reading Test

Subject Reading Grade 7

Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
HIGHLAND PARK MIDDLE SCHOOL					
(TAKS) % Commended Performance	45	35	NA	NA	NA
(TAKS) % Met Standard	99	99	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	98	98	96
Number of students tested	486	479	470	451	490
Percent of total students tested	100**	100**	98	99	98
Number of students alternatively assessed	14	8	NA	NA	NA
Percent of students alternatively assessed	100***	100***	NA	NA	NA
SUBGROUP SCORES					
1. Asian/Pacific Islander					
(TAKS) % Commended Performance	44	*	NA	NA	NA
(TAKS) % Met Standard	88	*	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	100	100
Number of students tested	9	4	6	11	9
2. Hispanic					
(TAKS) % Commended Performance	45	10	NA	NA	NA
(TAKS) % Met Standard	100	90	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	85	80
Number of students tested	11	10	6	7	5
3. White					
(TAKS) % Commended Performance	45	36	NA	NA	NA
(TAKS) % Met Standard	99	99	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	98	98	97
Number of students tested	465	465	457	432	476
STATE OF TEXAS SCORES					
(TAKS) % At or above Commended Performance	19	13	NA	NA	NA
(TAKS) % At or Above Met Standard	83	87	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	91	89	83

*scores are masked for fewer than 5 students within a specific sub-group, therefore, only sub-groups with more than 5 students are listed above

**100% indicates all students eligible for TAKS were tested

***100% indicates all students eligible for the State Developed Alternative Assessment were tested

Texas Seventh-Grade Criterion-Referenced Math Test

Subject Math Grade 7

Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
HIGHLAND PARK MIDDLE SCHOOL					
(TAKS) % Commended Performance	35	33	NA	NA	NA
(TAKS) % Met Standard	98	98	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	99	97
Number of students tested	486	477	467	451	487
Percent of total students tested	100**	100**	98	99	97
Number of students alternatively assessed	14	10	NA	NA	NA
Percent of students alternatively assessed	100***	100***	NA	NA	NA
SUBGROUP SCORES					
1. Asian/Pacific Islander					
(TAKS) % Commended Performance	44	*	NA	NA	NA
(TAKS) % Met Standard	100	*	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	100	100
Number of students tested	9	4	6	11	9
2. Hispanic					
(TAKS) % Commended Performance	36	10	NA	NA	NA
(TAKS) % Met Standard	100	90	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	85	80
Number of students tested	11	10	6	7	5
3. White					
(TAKS) % Commended Performance	35	33	NA	NA	NA
(TAKS) % Met Standard	98	98	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	99	98
Number of students tested	465	463	454	432	473
STATE OF TEXAS SCORES					
(TAKS) % At or above Commended Performance	7	7	NA	NA	NA
(TAKS) % At or Above Met Standard	70	73	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92	89	87

*scores are masked for fewer than 5 students within a specific sub-group, therefore, only sub-groups with more than 5 students are listed above

**100% indicates all students eligible for TAKS were tested

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Texas Eighth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 8 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
HIGHLAND PARK MIDDLE SCHOOL					
(TAKS) % Commended Performance	65	54	NA	NA	NA
(TAKS) % Met Standard	99	99	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	99	97	99
Number of students tested	483	471	440	487	474
Percent of total students tested	100**	100**	98	99	97
Number of students alternatively assessed	8	12	NA	NA	NA
Percent of students alternatively assessed	100***	100***	NA	NA	NA
SUBGROUP SCORES					
1. Asian/Pacific Islander					
(TAKS) % Commended Performance	*	80	NA	NA	NA
(TAKS) % Met Standard	*	100	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	100	*
Number of students tested	4	5	11	12	3
2. Hispanic					
(TAKS) % Commended Performance	27	50	NA	NA	NA
(TAKS) % Met Standard	100	100	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	*	*
Number of students tested	11	8	6	4	4
3. White					
(TAKS) % Commended Performance	66	54	NA	NA	NA
(TAKS) % Met Standard	99	98	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	99	97	99
Number of students tested	468	457	422	470	467
STATE OF TEXAS SCORES					
(TAKS) % At or above Commended Performance	22	25	NA	NA	NA
(TAKS) % At or Above Met Standard	89	88	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94	91	89

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Texas Eighth-Grade Criterion-Referenced Math Test

Subject Math Grade 8

Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
HIGHLAND PARK MIDDLE SCHOOL					
(TAKS) % Commended Performance	60	26	NA	NA	NA
(TAKS) % Met Standard	99	97	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	98	97	97
Number of students tested	480	475	443	483	475
Percent of total students tested	100**	100**	98	98	97
Number of students alternatively assessed	10	7	NA	NA	NA
Percent of students alternatively assessed	100***	100***	NA	NA	NA
SUBGROUP SCORES					
1. Asian/Pacific Islander					
(TAKS) % Commended Performance	*	67	NA	NA	NA
(TAKS) % Met Standard	*	83	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	100	*
Number of students tested	4	6	11	12	3
2. Hispanic					
(TAKS) % Commended Performance	20	13	NA	NA	NA
(TAKS) % Met Standard	100	100	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	100	*	*
Number of students tested	10	8	6	3	4
3. White					
(TAKS) % Commended Performance	62	26	NA	NA	NA
(TAKS) % Met Standard	100	97	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	98	97	97
Number of students tested	466	460	425	467	468
STATE OF TEXAS SCORES					
(TAKS) % At or above Commended Performance	12	7	NA	NA	NA
(TAKS) % At or Above Met Standard	66	72	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92	92	90

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